DEC 28 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 23

December 20, 1926

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Home Economics Department, Indiana University
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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 20, 1926

EDITORIALS:—
- The Pest Problem 591
- Prepare for Seattle 591
- Secondary School Principals 592
- Sesqui-Centennial Awards 592

IN TOUCH WITH THE CHANGING WORLD 593
By A. E. Winship

WHY CAN'T WE HAVE IT ALL THE YEAR (Poem) 593
By Maurice Morris

BELDING'S PAGE 594

THE RIGHT TO KNOW WHY 595
By A. W. Burr

DECEMPER (Poem) 596

THE ELEMENTARY SCHOOL PRINCIPALSHIP 597
By W. T. Longshore

LET'S MAKE IT "A MERRY CHRISTMAS" 598
By James Edward Hungerford

AVIATION IN THE PUBLIC SCHOOLS 599
By I. I. Cammack

CHRISTMAS EVE (Poem) 599
By J. M. Niven

HOW A GREAT STATE UNIVERSITY IS RUN 600

WHO LIVES THERE? (Poem) 603
By Walter Barnes

CHARACTER CHATS:—
By Joseph B. Egan
- Louis Pasteur 605
- The Two Shadows 605
- Our Own Christmas 606
- The Acceptable Service 606
- Thomas Jefferson 606

EDUCATION IN ACTION 608

TREND OF THE TIMES 610

THE BOOK TABLE 611

GRINS BETWEEN GRINDS 613

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Pest Problem

THE European corn borer will receive the attention of the ablest scientists who will use ten million dollars in trying to solve the problem of saving the corn of the United States from the ravages of this insect. The boll weevil from Egypt has done untold millions of damage to the cotton growers of the South. The Hessian fly has ruined million acres of wheat, the gypsy moth has ruined vast forests in New England, and now they have abandoned all hope of saving any of the beautiful chestnut trees anywhere in America. These are a few of the half million species of insects known and classified, and there are probably half-a-million not yet known and classified.

No one has classified the social and civic pests of human nature, and the seven hundred thousand teachers are expected to help boys and girls to solve the problems of all pests, human, non-human and inhuman. Some problem the teachers are expected to solve.

Prepare for Seattle

THE great service which the National Education Association renders America is the Americanization of America and the meeting in Seattle, July 3-8, 1927, will do more to acquaint 20,000,000 children and their parents with the Pacific Northwest than everything else that has been done in recent years.

There will be official delegates in attendance upon the meeting next July from every state, important city, and educational association in the United States, and they will have a professional purpose in going to the Pacific Northwest instead of going as mere tourists. They will be studying the Pacific Northwest for the eight months before the meeting. The Journal of Education, as is its custom, will broadcast important information week by week.

What the child is to be is more important than what his father was.

Secondary-School Principals

THE National Association of Secondary-School Principals will hold its next annual convention in St. Louis, Thursday, Friday, and Saturday, February 24, 25, and 26, 1927.

After a very careful inquiry, the executive committee decided that, for this meeting, St. Louis is accessible to the larger number of the members of the Association. In setting the convention just previous to the Dallas meeting of the Department of Superintendence, it was felt that the National Association would thus, both as to time and place, accommodate a large number who would desire to attend both meetings.

If any high school principal desires to have a special letter sent to his board of education or to his superintendent, in which it is urged that he be sent to this meeting with his expenses paid, he should send the name and address of the one to whom such a letter should be directed to the secretary, H. V. Church, J. Sterling Morton High School, Cicero, Illinois.

It is useless to cut corners unless the time and energy saved are put to good use.

The National Society of College Teachers of Education will hold its annual meeting in Dallas, Texas, on Monday and Tuesday of the week of the meetings of the Department of Superintendence, February 21-27. A large attendance is expected. The headquarters of the society in Dallas will be the Hotel Jefferson.

Sesqui-Centennial Awards

IN THE closing session of the Philadelphia meeting of the National Education Association the editor of the Journal of Education made the first public announcement that the awards for children's books this year would be the first ever made in any country on a basis of genuine knowledge of appreciation of children of children's books. That was several months before any one could know what the scientific result would be. The excuse for the announcement of the editor of the Journal of Education was the fact that his subject was: "I Hear the Children Singing."

The award of the international jury on a scientific basis of the appreciation of children of children's reference books has gone to the F. E. Compton Pictorial Illustrative Encyclopedia, which is indeed an unprecedented honor.

HIGHEST AWARD AT SESQUI-CENTENNIAL TO COMPTON'S PICTURED ENCYCLOPEDIA

New American Encyclopedia—first issued five years ago—Wins First Award at First International Showing of an American Encyclopedia.

For the first time, an International Jury of Awards has given highest honors to an American Encyclopedia. The Medal of Honor, the highest award accorded any children's encyclopedia or reference book, was awarded Compton's Pictured Encyclopedia by this distinguished body convening at the Philadelphia Sesqui-Centennial.

A new work—but five years old, in its first international exhibit, Compton's Pictured Encyclopedia won in competition with children's publications which were on the market even before Compton's had its inception. In its first supreme test of merit it rose to the highest award issued—the Medal of Honor. It was rated highest of all children's Reference Books by the Supreme International Jury of Awards. A victory for American Encyclopedias—a distinct honor for Compton's.

Presented herewith is the Official Order of the Awards given by the International Jury of Awards.

HIGHEST AWARD
THE MEDAL OF HONOR—Won by
Compton's Pictured Encyclopedia
SECOND AWARD
Gold Medal
THIRD AWARD
Silver Medal
FOURTH AWARD
Bronze Medal

In the short time of five years Compton's has jumped from a new and comparatively unknown publication to perhaps the best and most well known school encyclopedia. Eighty distinuished educators labored to give children a new kind of encyclopedia—one that would meet the needs of modern education. And today Compton's enjoys the largest circulation of any school encyclopedia.

The schools and libraries of the country have given it national endorsement. Its recognition is attested by the fact that it is now in its eighth new edition. A tremendous sale in England. An Italian translation just off the the press. New and up-to-date subject matter—greatest collection of pictures ever published—charming, easily read text—interesting to the point of stimulating a desire for knowledge—these no doubt were important factors that led the International Jury of Awards to officially stamp Compton's as the best children's encyclopedia in present circulation.

National Teachers Agency, Philadelphia, D. H. Cook, manager, won the Sesqui-Centennial International Exposition award of a gold medal for Placement Service.

There are more than three thousand county school superintendents in the United States.

In Touch With the Changing World

By A. E. WINSHIP

AN EARNED graduate degree received more than nine years ago should be outlawed unless the recipient of the degree can prove that he has kept the pace of educational progress to date.

A boy leaving school on or after the last year of the junior high school will use his education in a world of which the teacher of his teacher nine years before had no possible conception.

All school work should be a preparation of all children for the world in which they will have occasion to use the preparation for life which they achieved in school.

The teacher of any teacher nine years ago, that is, of any teacher in service when any child completing the junior high school entered upon his school career, could not have had the faintest conception of the world in which the boy must use his school education.

Every year of a child's school life must be somewhat different from what the teacher of the teacher expected it to be, so that after nine years in school the child will go into the changed world and fit into its functioning.

While the spelling reform did not materialize the teaching of spelling has been reformed as have all other methods of teaching school subjects. A subject method has ceased to be a subject method and has become the child method of learning a subject.

The child's method of learning any subject is not greatly different from his method of learning any other subject. The subject difference is incidental, while the mental attitudes differ radically from one stage of learning to another, always modified by the changed use to be made of what is learned in the changed world in which he will live.

A teacher without a graduate degree who has kept pace intelligently with the changing world, always sympathetic with the changed world of the children who are to live with the changing conditions, is vastly more valuable as a teacher today than a teacher with a graduate degree who is living and thinking in the world condition of the teachers from whom she won her graduate degree nine years ago.

Little did we realize the significance of a semi-playful remark in an address at the National Education Association at the Washington meeting three years ago when we said that any one with a graduate degree who had made no use of it for ten years should be required to return it the college that bestowed it to be given to some one who had achieved something worth while without a graduate degree.

Now a committee of a University Association is authorized to make a survey of those who hold a degree as Doctor of Philosophy to discover why, as a class, these doctors of philosophy are rendering no especial service in the world's progress. As they state it many students earn this degree as a convenience in securing promotion in the teaching profession, and make no apparent effort to make a real contribution to scientific progress. In short a Doctorate of Philosophy indicates a desire to live at ease with no necessity to do anything ever after but wear it as a badge of membership in a club whose boast is that it is excused from any attempt to do anything for humanity.

Without assuming any responsibility for the mission of this university study of the non-achievement of Doctors of Philosophy we are intensely in earnest in having every one, with or without graduate degrees, realize that it is a civic as well as a professional crime to think of their students as likely to live in the atmosphere of yesterday instead of the atmosphere of tomorrow.

Why Can't We Have It All the Year?

By MAURICE MORRIS

This time of hope and Christmas cheer,
Of peace on earth, good will to men,
Why can't we have it all the year?
Why can't we live the now way then?

Why can't we keep the torch alight,
Enkindled at the Christmas fire,
Which, though a gas log, burneth bright
In every home and each desire?

Why can't we live, as live we must,
And love a little by the way,
And give of courage, faith and trust,
As almost all do Christmas day?

This time of smiles in home and mart,
This time of kindness, goodness, cheer,
This time of warmth in every heart—
Why can't we have it all the year?

New York Herald.

Belding's Page

TRAIN THE EMOTIONS

EDUCATORS stand upon the borderland of a vast, unexplored country. It is the country of the will and the emotions.

The country of intellect has been explored with considerable thoroughness; not to the limits by any means, but with immense expenditures of time and effort. Teachers may feel justifiable pride in their art of teaching the child to think.

Today education is becoming conscious that something is needed besides the power to reason. Thought must be translated into action, and it must be right action. More and more is the public demanding that schooling be directed toward citizenship. Teachers have had this aim in the back of their heads, and many a teacher has made it the primary object of his or her teaching. But there is a science of everything else—why not of this?

Dr. Jeremiah E. Burke, in his yearly report as superintendent of Boston schools, declares: "No program of character education is complete or justifiable which does not strongly emphasize the role played by the emotions in the shaping of human life and conduct. Teachers must study the emotions, analyze and classify them, observe their various manifestations in child life, learn to distinguish between the positive and the negative emotions and exercise infinite care in encouraging those that are good and in checking those of evil tendency."

The new emphasis has been felt in Boston for several years past; and important gains have been made here through splendid co-operation of the teachers and administrators. But the same big subject of educating the springs of action is occupying attention almost anywhere one looks.

The future of America depends upon the success or failure of education in building character.

SELF-EXPRESSION MAY BE OVERDONE

A GREAT deal is heard about self-expression. Many advocate letting young people find themselves by saying and thinking and doing about as they please.

A certain amount of liberty is a good thing for young people. But too much of it is apt to intoxicate.

The trouble with youthful self-expression is—there's nothing much to express.

Guidance is needed by young people at most points. Those who believe otherwise are non-believers in education.

To let the boys and girls in a school carry out their social and athletic activities in any particular fashion that suits their fancy—often by copying customs of other schools without any thoughtful weighing of values—is sheer negligence on the part of so-called educators. I say "so-called" because for the time being they lay aside that role and become mere onlookers.

The best time to shape school habits and traditions is at the moment when these are forming.

HOME SURROUNDINGS UNKNOWN

THE country school teacher who "boarded 'round" had one advantage. She could know the environment and background of every pupil.

Today the average teacher does not know the kind of home each pupil comes from. The teacher can do some guessing about this, and doubtless has opinions. But the opinions may be wrong.

Neatly combed hair and a clean face, together with well kept clothes, indicate nothing as to whether the child is encouraged to study, and given an opportunity to do so.

Some families perfectly able to assign the son or daughter a quiet place for study, fail to do this; with resultant destruction of the young person's chances of forming proper habits of study.

If teachers were in closer touch with the homes, there might be better understanding and surer progress.

ERRATIC ASSIGNMENTS

A PARENT remarked recently: "My boy is in junior high school. He is supposed to prepare some of his lessons at home. I try to see that he does whatever his teachers ask of him in this respect. But I find the utmost irregularity and unevenness in the assignments. One day he will bring home several books and will have to spend a long time at his lessons. The next day he may not bring a single book, for the reason that no home lessons have been given out. I sometimes wonder if the teachers couldn't put their heads together and make their assignments such as to call for somewhere near the same amount of time each evening."

It is a reasonable suggestion.

Anson W. Belding

Associate Editor.

The Right to Know Why

By A. W. BURR

Beloit College

I AM MUCH concerned that learner and teacher should know what each school study is for; that there should be less taking and teaching of studies because "they are in the course." The why of studies, I fear, is a much omitted part of education. The textbooks don't tell it in their prefaces. If they would, some of the learners would know whether or not they were getting their due, and the teacher, what the learner was expecting.

Why let them both work so in the dark? Courses in the study by the teacher will not give the why of it. They have the scholar's point of view. The why of a study looks at the learner and the study, and adapts its values to his understanding, starts learner and teacher with a common goal. It is not true that only the maker of courses or the teacher can know what a study is for, and the learner must take it entirely on the superior wisdom of his elders.

Take learning to read, for example:—

Teacher: "How many of you ever say: 'Mother, read me a story!'"

Teacher: "Your mother opened a book and looked at some printed words and read: 'Jack and Jill went up the hill to get a pail of water.' Mother knew the eye-words for the story, and she could read. You knew only the ear-words, and mother had to give you the ear-words for the eye-words that she read. Reading is knowing the story by its eye-words. I am going to tell you a story in eye-words." Teacher prints on the board: "Puss rolls a ball," and asks who can read it? If no one, teacher calls on Jane of an upper class, who reads it.

Teacher: "Jane can read because she knows the eye-words, and she can read to us the story because she knows the ear-words for the eye-words. We know only ear-words. We are learning to read so that we will know eye-words for our ear-words. When I say: 'Puss,' you must look sharp at the first word so that you will know it always. Look at the next word, 'rolls,' and the last word, 'ball.' Every time you hear a word and see it, you are learning to read. The next time your mother reads a story to you, look on the book and see the words she reads, and you will be learning to read."

The teacher then prints below: "Baby rolls a ball," and says that the first word is "Baby," and asks who can read the story. Now the children know what they are learning to read for.

When they come to writing and spelling, they write and spell so that they can tell a story in eye-words to others, and there must be just the same eye-word for everybody, or somebody can't read the story.

What is arithmetic for? To find how many; to count one, two, three, four apples; to know how many apples are two apples and two apples; how many apples are left after two apples are taken from four apples; how many apples are two times two apples; how many two apples in four apples?

The primary concepts must be clear. For example, that figures have two values, a unit's one's value, and a position value; that only like things can be added, subtracted. Then putting tens under tens and carrying tens will not be mysteries. It is going it blind that makes some children hate arithmetic.

What is algebra for? For the training of finding the values of the unknown terms of a problem by changes in its terms and signs according to mathematical law: $2x^2=8$. By two changes of terms in accordance with the laws of equalities $x=2$; or more simply, algebra is for training in making the unknown of a problem known by working it according to law. $x-6=4$. How shall I get the 6 with the 4? By the law of adding to equals I add 6 to both sides, and x equals 10. So also if $x-b=a$, by the same changes $x=a+b$.

In algebra the unknown is treated as though it were known, and soon it is known. That's the way we know a stranger when we meet him. Fourteen or fifteen laws determine the processes of algebra, and half of those belong to arithmetic.

To attack an intricate problem and work out its solution under definite laws is a wonderful training, if the pupil knows what he is doing at every step, and is not working by rules of thumb, as, "Invert the divisor and proceed as in multiplication." That is not a law; it is a convenient rule of thumb.

By what three algebraic symbols can I represent all rectangular, wall, floor, field, areas, and all buying and selling? $(a \times b)$. By what four symbols, all increase and decrease? $(a+b)$, $(a-b)$. Algebra generalizes arithmetic, makes its rules.

What is geometry for? For the training of finding and using the laws of space relation; of a triangle, of a circle, of a solid, of how to make the corners of a house square. Its sym-

bol is a line. The study finds and proves its laws by so putting together according to law portions of space that a new law is seen, and is seen to be always true. For example, in the demonstration of the proposition, "The interior angles of a triangle are equal to two right angles," by the laws of alternate angles, all three angles are put side by side and are seen to be two right angles. There is no place for a difference of opinion in geometry. Surely it is a worthwhile study if the pupil knows what he is doing at each step.

Geometry should be studied and recited with letterless figures, and with a pencil or pointer to indicate the lines and angles used, by placing pencil or pointer on them. The book and written work require letters, but in study or oral demonstration pointing makes the steps clearer and easier to recall. All mathematics is to be studied with whys, not with whats. Every step is to be seen as true.

What is history for? Patrick Henry once said: "I know of no way of judging the future but by the past." History is for getting a knowledge of the past and trying to see the present and the future in the light of the past. It is not the facts but some use of them in judging that makes history worth while. Was the "Boston Tea Party" like bootlegging today?

And what is High School Latin for? For a better knowledge and use of English.

By a continual comparison of the ways of putting a thought in Latin and in English. A consciousness of language structure. For example, "Whom did you see?" is a Latin order of words. With Beginning Latin is the best place to study English grammar.

By knowledge of the primary meaning of Latin words and a habit of noticing their root forms and meanings in English words. The Latin stems *sta* and *stet* appear in over two hundred English words with the meaning to *stand*. So also *fac* and *fact*, a *fact* is something *done*.

By giving a sense of the fit use of English words in finding the English that will match the Latin thought. Nothing can be better if made an end.

Latin not practical! What can be more so, than a better use of English, the mother tongue! Two years of Latin is a broad path to that use if taught for that use. There are other good reasons for Latin that teacher and pupil can find.

What is English literature for? A revelation to the reader of life and thought through the writer's words and the reader's imagination. It is not for much dictionary thumbing, nor primarily for study of style or plot, but for an acquaintance with words by reading and more reading, for a more abundant entrance into life through words.

I need not carry the illustrations farther to show that studies can have other reasons with boys and girls than their being in the course.

Whether all will agree or not with the purposes of the various studies as given, may I urge the teacher to get his reasons and the pupils' reasons before the class the first day, or in the first week in a new study, and sometime to repeat the reasons later.

May I suggest that boys and girls ask what a study they are taking is for, and press for an answer.

May I lay it upon father and mother to ask their children what each study is for, and keep at them until there is an answer.

If all three will go at the problem, boys and girls will have the stimulus of goals, and going to school will be filled with purposes other than "it is required."

December

Oh! holly branch and mistletoe,
And Christmas chimes where'er we go,
And stockings pinned up in a row!
These are thy gifts, December!
The whole world is a Christmas tree,
And stars its many candles be,
Oh! sing a carol joyfully
The year's great feast in keeping!
For once, on a December night
An angel held a candle bright
And led three wise men by its light
To where a child was sleeping.

—Western Journal of Education.

The Elementary School Principalship

By W. T. LONGSHORE

Kansas City

H. G. WELLS says: "You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shamelessness, arrogance and aggression. I want to suggest that they should up and take hold of the world. I shall tell you nothing new if I betray a consciousness that arrogance in taking hold of the world is not a characteristic of all schoolmasters. It is extraordinary that a lot of schoolmasters seem to be unconscious not only of the importance but of the range of their functions."

No elementary school principal thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and a chance to join with other members of the profession in guiding and enlarging the sphere of its activities.

We must believe in the dignity and importance of the position of the elementary school principal. We should make a solemn affirmation of its importance, and conduct our schools and ourselves so that the community, the superintendent of schools and the board of education will recognize it.

Our work is as important as is the work of the high school principal, and for equal preparation, efficiency, experience and success should have the same professional recognition and salary when the positions have the same responsibility relatively. We are not asking favors. We are demanding that the rights of the younger children be recognized, and that they be treated fairly, i.e., that they be given an equal chance.

The idea of "skimming" the elementary schools to get teachers and principals to build up the junior high schools and the high schools is wrong. This "skimming process" must stop because it is wrong in theory, psychology, pedagogy and practice. I think no one will deny that this "skimming process" is going on in our schools.

Why should an elementary school principal have to look to a high school principalship for a promotion to get enough money to properly maintain his family and himself professionally?

Why should an elementary school teacher have to look to a high school teacher's position for a promotion, and in many cases spoil an excellent elementary school teacher, to make a poor high school teacher?

Rare talent is lost to the elementary schools each year because of the stupidity of our inherited philosophy and practice by placing the emphasis upon the finish instead of the beginning of institutional life and training.

The work of a principal of schools is to get things done through other people. He must know what is to be accomplished, and through his organization must know the capacity, abilities, and the undertakings of those who work with him. The successful principal must have a high ideal as to what his pupils are going to do, and what they are going to be when they leave school. Getting of things done through others is a different problem from doing these same things ourselves. It is one thing to do a piece of work and another to get it done successfully. In all administrations there are human factors to be considered.

It is the purpose of the committee on Standards and Training for the Elementary School Principalship to work out the raising of the entrance requirements for the elementary school principalship to that of the high school principalship or even college professorship, in order that a single salary schedule might be feasible and applicable, thus allowing a free choice of talent to serve in its chosen field of education, at the same time carrying with it a dignity recognized by compensation adequate for the work. An elementary school principal ought to have perfectly definite ideas on certain matters. He ought to know how to make a study of the pupil population of his school and district. He ought to have some very definite ideas on classroom supervision.

We should say that the difference between an elementary school principal and a high school principal is to be found only in the difference of their schools. There should be nothing to indicate a difference in training required and this should extend to the teachers as well. By difference in training, I refer to difference in amount rather than kind. One does not need to make a general survey to note the actual difference that now exists and that must be broken down. Our aim should be to so extend the field of elementary education that there would be a life work in it for any man or

woman inclined by nature to work with children of a younger age.

The strategic position in every school system is that of the elementary school principal. No matter how adequate the leadership of the superintendent or how competent the teaching force, good results cannot be obtained without a live, progressive and intelligent principal. His influence works both ways—from the superintendent to the teachers and from the teachers to the superintendent.

The elementary school principal should be the real head of his school, and that means that he ought to know education thoroughly before he undertakes his work and that he should be given an opportunity on the job to spend the better part of his time in genuine educational direction.

The status of the superintendent and the high school principal is fairly well defined at the present time, but the status of the elementary school principal is still chaotic. In many respects the elementary school principal will become the most important school official in connection with the public schools and therefore his office should be scientifically developed, publicly recognized, and adequately remunerated. He will be the expert supervisor, the expert technician, and in many respects will render the most valued service of all of the public school officials. He should be given large powers within his own school, and held accountable for results. General supervisors and general assistants should work through him.

The principle that "the elementary school principal should be the real head of his school and should be held responsible for its administration and supervision" is obviously sound—provided that it means that the principal should be a leader, not a boss.

The elementary school principal should have specific and definite training for the responsibilities connected with the principal's position.

We must do away with the false lines that educators themselves have drawn between the various fields of their work. The idea that rank is somehow associated with the grade of the school is false. We want to see the principal of each school rated as the equal of the principal of every other school. The elementary school principal is stepping out on a platform which includes qualifications equal to that of the high school principal. It differs in kind but not in quality or quantity.

The elementary school offers a splendid opportunity for a life of service, and its duties require as high a degree of intelligence and qualifications as the duties of the schools where older children are taught. We also believe that the larger elementary schools will be found most satisfactory in the future. The elementary school plants should be as large and as completely equipped as are the plants of the junior and senior high schools. Its teachers should be as well trained as are the teachers in the high schools.

The members of the committee on Standards and Training for the Elementary School Principalship believe most sincerely in the importance and influence of the position of the elementary school principal. It is not a stepping-stone to some other position, and should not be so treated. It is a life work and deserves the same recognition and remuneration as if the life work were done in a high school or college.

Let's Make It "A Merry Christmas"!

BY JAMES EDWARD HUNGERFORD

My friend, will Christmas mean to you
  A day of blessings rare,
Among good friends, whose hearts are true,
  Whose happiness you'll share?
Will Christmas bring the ones you love,
  The day with you to spend?
If so, then thank the One above,
  For you're in luck, my friend!

To some it means a cheerless day,
  With strangers all about,
And not a single sunshine ray
  To wipe the shadows out;
And all about you they abound—
  In hamlets, towns and marts;
No loving friends will gather 'round
  To cheer their lonely hearts!

My friend, will Christmas mean to you
  A home that's bright with cheer?
A wife, and laughing children, too,
  And all that life holds dear?
Will Christmas bring you gifts of gold,
  And blessings without end?
Or will you be "out in the cold,"
  Without a single friend?

If you are blest with worldly wealth,
  And friends whose hearts are true;
With wife and children, home and health,
  My friend, it's up to you
To help your friendless fellowmen,
  Whose lives are drab and gray,
And bring God's sunshine back again
  To them—on Christmas day!

—Progress.

Aviation in the Public Schools

By I. I. CAMMACK

Superintendent of Kansas City, Missouri

AVIATION is becoming a popular, rapid and safe means of transportation. Popular interest in this method of transportation is growing and the time will probably come soon when every one should have some knowledge of this subject. It is of particular interest to Kansas City at this time and deserves greater consideration by all of our people than it at present receives.

In our manual arts work in the public schools it is our constant effort to introduce and develop subjects that are worth while in adult life. It is our wish to discover and develop the native interests of our young people and direct them along channels that will not only develop their native abilities, but will give them an abiding interest in the subjects that are of interest to the public at large.

Since aviation is commanding such public attention, we have believed it worth while to direct and stimulate this interest among the boys and girls. We believed this could be most easily accomplished by constructing miniature airplanes and studying both the history of this means of transportation and the natural laws that must be utilized in bringing it about. Perhaps no human activity more strongly appeals to the juvenile mind than aviation.

Our manual training, which has long been in vogue, is more or less a formal and rigid subject that offers little field for constructive imagination and the development of skill in the use of natural laws. We believe the study of aviation in our elementary schools and such practical application as the making of miniature airplanes affords will develop in our boys, not only a knowledge of detailed processes, but will also give them constructive and practical illustrations of the methods of utilizing natural laws to specific ends, and will develop in them a desire to create. We believe that it will bring greater interest and vitality in manual arts work that manual training in its formal stages has not done.

Our method of introducing this into our public schools is by employing for the remainder of this year Terrence Vincent, who conducted the experiments and the contest sponsored by the Rotary Club in this city. This contest created such an interest that we feel we should utilize it in the public schools. Our method is to have Mr. Vincent visit each of our public schools and instruct the teacher as well as the boys in making these miniature airplanes. In this way we can train our teachers so that the work may be continued after Mr. Vincent has left our employment. The cost of the material for the construction of these planes is very small, and gives a large opportunity for practical workable construction at very little initial expense. This instruction does not interfere with the general work of the manual training department, but is merely supplementary to it. We believe this will lead to a greater knowledge and a higher appreciation and a more active interest in aviation than now exists. We believe this interest is likely to be carried over into the home, and that it will materially assist the movement now under way to make Kansas City a worth while air port.

Christmas Eve

BY J. M. NIVEN

God bless the little stockings all over the land tonight
Hung in the choicest corners, in the glory of crimson light.
The tiny scarlet stockings, with a hole in the heel and toe,
Worn by the wonderful journeys that the darlings have to go.
And Heaven pity the children, wherever their homes may be,
Who wake at the first gray dawning, an empty stocking to see.—Sel.

How a Great State University Is Run

By AN INSIDE OUTSIDER

OUR STATE UNIVERSITY is run by five powers, more or less in conflict, more or less in agreement, and which is the most powerful depends for answer upon many considerations. The first power is the governor, who appoints the directors according to state law for terms of years. Our state has had many governors in the period since the university was established—some of them competent, some incompetent, some strong, some weak, some good and some corrupt. Our record is perhaps an average one among the states with state universities, but it has mattered little how good or how bad in general the governor has been, he has appointed men of about the same type and quality as the appointees of his predecessors. In consequence in general, our directors are no worse and no better than they were in the earliest days of our institution.

The second power in the university is the state legislature, for various reasons—the appropriations, the schools authorized within the university, the pull and drag of the individual members of the legislature upon the officers and even the students of the university. The state legislature of the present time is distinctly better than in the period when the university was first established. Its members are of a higher quality of citizens from every point of view. Some of the directors are former members of the state legislature, and it is generally considered by the public more of an honor to be a director than it is to be even a state senator, not to say a representative.

The third power in the university is the small group within the board of directors—this name is used in order to avoid using either "regent" or "trustee" and thereby helping to identify this institution—who in fact exercise the powers of the full board. This group usually consists of two of three men, occasionally of four, and at no time in the history of the state university of more than five members. This small group in actual control of the board authority is not necessarily the executive committee or the financial committee. Its membership changes often, for the governors like to put in new men and to omit old members when terms run out. In all the history of the university but few members have served many years, almost none over ten years, few over six years.

The entire board of directors generally includes lawyers, bankers, manufacturers, capitalists, merchants and sometimes includes also farmers, newspaper men and retired teachers. The president or chairman of the board may be a new member; he may be the richest member; he may be the most active member. There has been no policy about his choice, but he has never been a weak man in character. This president, however, has not always been one of the small group in actual control of the authority of the board.

The fourth power is a joint one, exercised in part by the president of the university and in part by an officer in charge of the business affairs. Let us call him here "the financial manager." Very little is done by the president without conference with this manager, and indeed very little is done by the small group of controlling directors without the initiative of the president and the approval of the financial man.

The first power is that of a large variety of professors and other workers on the payrolls, including some of the deans, some of the heads of departments, some of the men in charge of buildings, some of the men in charge of the lands. The power of some of these men extends far beyond their own proper jurisdictions legally conceived. A head of department may be far more important than a dean; he may have more friends in the board of directors or in the state legislature; he may be a friend of the governor in an intimate sense. And as the governor has the power to slash parts of appropriations and to cut budgets, to be his

"The public impression that our State University consists of so many different schools or colleges quite separate from one another is far from correct. Many courses count for degrees in at least two different colleges, and some count for even more.

* * * * * * * * *

"The power of democracy is the greatest of all powers, and there is no telling what our American States may yet undertake in higher education."

friend in this intimate sense is almost as good as being governor oneself.

When a dean is displeased at seeing some other college grow too fast and thinks that this growth cuts into his own, it is useful to know the governor or the important man on the finance committee of the state senate or house. It is easier to cut down some one else's development than to forward one's own, and yet at times a friendly professor may help some other enterprise to the favor of the governor and state legislature when he cannot help his own.

Such are the five powers in a great state university. The alumni, who cut so high a figure in the endowed colleges, are relatively less important in the public institution; their help comes in the main through places in the state legislature and through the state press. An alumnus can do much as governor, yet he does this not as a representative of a powerful alumni association but only as an interested and well-informed individual.

Two processes may be traced in order to show how these powers work together or in conflict—one the securing of a new building, the other that of the appointing of a full professor. Assume that the state university needs a new building for a school of journalism within the college of commerce and journalism.

First, the dean instructs one or more of the faculty to prepare records showing the need of such a building. A dean is in some respects about what the president of a small college is, though in other respects quite different. Generally, he is chosen by the department heads, and confirmed or rejected by the president and directors.

Second, with this record, the dean or the committee so appointed consult the president and the financial manager. If they approve, the situation is turned over to the university architect, who makes sketches of a proposed building and estimates its probable cost. This report is not elaborate and represents perhaps no more than a week's work of one or two assistants with his supervision.

These sketches with the report now run a gauntlet of criticism by various deans of other colleges within the university, by various professors both inside and out of the college of commerce and journalism, and by the small group within the board of directors who actually operate the board's powers. These criticisms result in various changes, and the state university architect must now review the building problem. Perhaps this process is repeated several times. In the course of a year or two, at last, a building emerges in good drawings though not complete and with a report in some detail. This situation is then laid before the full board by the president, by the financial manager and generally also by the dean and one or two of the professors. After several meetings, perhaps after more plans, the final building to be proposed to the legislature is in architectural and financial form. At this stage the governor looks into the matter. He may make changes; he may veto the whole affair; he may promise unqualified support.

Then come the struggle within the state legislature, the press publicity work upon the members, and the inevitable lobbying in part open, in part covert. The item passes in the state university appropriation bill. Perhaps the plans call for a $700,000 building, and the legislature has made a cut to $500,000. It has happened that the state university asked for $400,000, and has received far, far more with the injunction from the senate committee to put up a first-class building and big enough for ten years to come.

Then the bill goes to the governor, and he does what he pleases with it as a whole and with its various items though having no power to increase any item. No matter how incompetent the governor, he will take advice at this stage, and generally some of his advice comes from the small group within the board of directors as well as from some insiders of influence with him among the hundreds of members of the faculty. If some newspaper man who knows the governor well tells him that journalism cannot be taught but must be learned entirely by practice, and if some great newspaper of the state attacks this building proposition, the item may come out even at this stage.

If it passes, then the plans go again to the dean of the school of commerce and journalism and to the other powers of the university, and at last the state architect makes the working drawings and sends out the specifications. When the contract is finally awarded unless the university decides to erect the building by day's labor, generally some firm gets it not without political backing in the board of directors.

Nevertheless, buildings do rise, and their cost as a total on the great campus of the state university staggers the imagination of the alumni of the endowed small colleges. The taxing power of a state is a prodigious one. A tax of $1,000,000 is not so much, but it represents the earning power of an endowment of more than $20,000,000. In this university, $1,000,000 a year was long since passed as a mark. And its ten or a dozen or more colleges and schools more than equal as many small endowed colleges all together. Only a few, a very few ancient endowed universities are at the stage

of development where several of the state universities already are in but a fraction of their much longer history.

In getting anything from a state legislature or governor it is always well to show that other states and other great universities are already doing or proposing to do this thing. State pride is a power in human nature. "Beat them to it," serves almost as well as "We must not fall behind in the race."

Genuine interest in the public welfare is also a great power; and this interest is actually in the souls of some governors and state legislators. Strangely enough, a new move is quite as likely to be blocked within the state university board of directors, and almost as likely to be blocked by the faculties as by the state legislature.

The procedure in appointing a full professor is more complicated even than the foregoing. Assume that the subject itself is not yet taught in the school involved; call the subject "History of Human Dwellings" in the college of architecture. The faculty and dean decide that this subject should be taught by a specialist in enough courses to necessitate securing an additional man.

1. The recommendation goes to the president and financial manager.

2. Approved, it goes to the small group in power in the board of directors.

3. Reviewed, it takes the form of a definite salary, say, $5,000, and is laid before the board.

4. Passed, it becomes a part of the budget submitted to governor and state legislature.

4 and 6. Each of these powers considers it carefully. They may cut or increase the amount of the salary.

7. Voted and signed in the appropriation act, the item comes back to the president, the dean and the college of architecture faculty. Here it is discovered that the courses would be of interest in other colleges also; and their deans and faculties and heads of departments are brought into the situation. At this stage a committee is appointed from the proper departments within these schools to nominate a man or men for the new position. This involves the problem of which department is to be both credited and charged with this new full professorship. It is academic glory to add one full professorship, but there is peril in it also—from allegations of extravagance and from jealousies in other departments.

8. Men in the faculties on salaries of associates and assistants become candidates for the new position. These candidates may go almost all lengths to enforce their claims, seeing even the governor himself, not to say directors and officers of the university.

9. Probably at this stage the dean of the college of architecture and the president of the university and perhaps also the head of the department to which the new man is to be assigned—after much argument and hesitation and eagerness all in a jumble—have come to a disagreement whether or not to take some associate or some assistant already well known to them or to go outside and to get from elsewhere the right man. If so, then there are candidates from elsewhere, teachers of architecture and even architects with a desire to teach.

10. Finally, the small group in control in the board, the president and the dean have fixed upon some one man, sometimes with a second choice if there is a hitch in securing this man after all. The name of the first man is submitted to the full board of directors with a record from his earliest education to the present time; perhaps the alternative name is also submitted to avoid delay in getting the professor at work. This name is either accepted or rejected. Rejections, though uncommon, do occur. Once in a while, some director happens to know something unfavorable about the candidate and as a matter of courtesy to him the board votes down the name. Even at this stage some director may feel that it is best not to appoint such a teacher, and secure postponement, long or short. Complete defeat of the project may come at this stage.

Most full professors come by promotion from within the faculties, perhaps all the way up from student assistant within the university though not without some graduate work elsewhere, and generally on the basis of undergraduate work elsewhere, for the state university does not favor inbreeding to any great extent. But many associates and some full professors are brought in from outside.

The public impression that our state university consists of so many different schools or colleges quite separate from one another is far from correct. Many courses count for degrees in at least two different colleges, and some count for even more. There is in consequence much inner fellowship both of students and of teachers.

Such being the inside of a great university, small wonder that higher education is to no slight extent esoteric and that only a few men ever become masters of its intricate workings. These few are in their later years the full professors and the deans who have survived while directors and legislators and governors and students and most of their comrades in teaching have disappeared.

A state university is an extremely complex social mechanism, requiring experts for control and often suffering for want of them in high

places. Yet perhaps the future of higher education, including the learned professions, is involved in these institutions quite as much as—it may be even more than—in the splendid old and rich endowed universities. For the power of democracy is the greatest of all powers, and there is no telling what our American states may yet undertake in higher education.

Who Lives There?

BY WALTER BARNES
Fairmont, West Va.

I

We rattle and clatter and dash through the country,
Through and over and under the hills.
I look out of the windows of the smoker,
Over the creeks, along by the rivers,
Puffing, snorting, snarling, jerking.
I look out of the windows.

Who lives there?
Out there in the houses we pass?

Who lives in the square white house up that valley?
Who lives in that unpainted shack here by the railroad?
Who lives in the new stucco bungalow by the concrete road?
Maybe a young married couple, just starting their lives together.
Who lives there: I'd like to know who lives there.

But the train jolts along, rounding the hill-side;
Those houses are gone.

Who lives yonder in that old brick homestead?
A fine old comfortable place.
Perhaps the father and mother alone, all the children having married and moved off to other farms or into the villages.
But no, I see a young fellow plowing there in the bottom.
I rather think he is the one son who has stayed with the old folks.
I wonder if his wife gets along well with them—
Old folks are sometimes cranky and crotchety.

I wish I knew.
I've half a notion to get off at the next station and walk back and get acquainted with that family.

But the train rattles past, puffing smoke on the corn-fields.

Who lives in the huge log house up that side-road?
Some old pioneer family, perhaps.
See the tiny cemetery on the hill back of the house.
Three or four generations buried in that plot of ground.
Maybe the house is deserted now.
No, I see chickens poking and picking around.
An interesting old place:
I'd like to get off the train and prowl around there a while

But the train carries me on.

Who lives there? Who lives in these houses?
What are their names?
But no, I care nothing about their names.
What kind of people live in these houses?
What are their hopes, their fears, their history, their future?
Does sadness or peace or perchance sad peace dwell in these houses?
Are these people my sort?
Would I have something for them, they something for me?
Would we have companionship and fellowship together?
If I should live for a year with these folks in one of these houses,
I wonder what would happen, happen to them and to me.
Who lives there?
I must know more about the men and women in these houses.

II

Every morning I walk up the hill to the schoolhouse.
Every morning the young men and women come into my classroom.
Next year these will be gone and another group will be there:
Year after year they come and go—hundreds and thousands of them.
I call their names, I distinguish their faces and bodies:
This awkward, lanky boy from Steep Creek,
This graceful, sleepy-looking girl from Theoria,
(She tells me her father and mother are dead. She seemed to care little for that, but she is deathly afraid of flunking in English.)
That pair of chatterers and gigglers.
(Both after the one boy, so the story goes, and each hating the other, but sticking together and chattering and giggling together.)
I distinguish their faces: I know their names.

These are the houses they inhabit:
Who lives there?
I care nothing about their names or their features or their manners:
Who lives there? Who lives in these houses?
Nobility? Aspiration?
Tragedy? Inanity?
Egotism? Fear?
Success? Failure?
Who lives there?
Are they my sort, the people who live there?
Here is an attractive house. Would I be made welcome there? Would my visit be remembered and talked about ten years from now?
Here is an unusual house. If I should get off at the next station and walk back and take up my abode here, would that make any difference in my life, and in his?

Who lives in these houses?
What secret rooms do they contain?
Oh, the eternal, challenging mystery!
Who lives there?
I must know more about the men and women in these houses.

"She Was All Right Yesterday"

(By a Teacher)

Helen Wesley, who teaches in the room across from mine, was not at school to-day. So, as soon as classes were over this afternoon, I went to the house where she boards. Her landlady let me in and I followed her upstairs to Helen's room. Through the doorway I could see Helen in the bed. A doctor and a nurse were bending over her.

"My!" I said. "What has happened?"

The landlady shook her head.

"She was all right yesterday," she replied, "but last night something happened. I called Dr. Gifford and he has been here four times. This morning he sent for the nurse. He doesn't seem to be able to locate the trouble. I think he will send for Dr. Findlay."

"The great Dr. Findlay, the famous diagnostician! But my, how expensive that will be," I thought. "Still one would want the best of care at such a time as this."

Helen's landlady seemed to sense what was in my mind.

"They say he charges a great deal," she said. "Where will all this money come from? Does she have insurance?"

Like a flash I remembered a conversation with Helen one day last spring. She came into my room after school was over, and I showed her my policy of membership I had just received from the T. C. U.

"Oh, I suppose it's all right," she had said, "but I need to save all my money—and I am never sick anyhow."

Poor Helen! How I wish I could help her. Her savings of a whole month are being wiped out by bills of a single day. I wish by some act of magic I could transfer my membership in the T. C. U. to her.

When Your "Rainy Day" Comes You May Be Protected

No need to be "caught unawares"—now that you know how the T. C. U. stands ready to help pay the expenses of misfortune and safeguard your savings.

One teacher in five—every year—that's the proportion, proven by our records, meets with misfortune and needs just the sort of protection that the T. C. U. affords.

The time will come when a check from the T. C. U. will mean more to you than anything else could possibly mean. If you want to be on the T. C. U. Payroll in time of need, now is the time to find out all about it.

Free Information

Just send the coupon in the lower right hand corner for complete details of T. C. U. Protection. Sending it places you under no obligation, but enables us to explain fully and give you copies of hundreds of letters from teachers who have been helped by T. C. U. in time of need.

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441 T. C. U. Building Lincoln, Nebraska

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Pays $50 a Month when you are totally disabled by accident or confining sickness.

Pays $11.67 a Week when you are quarantined and your salary has stopped.

Pays $25 a Month for illness that does not confine you to the house but keeps you from your work.

Pays 20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

Pays $50 a Month when you are totally disabled by injuries received in an automobile accident, and $1000 for accidental death in an automobile disaster.

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I am interested in knowing about your Protective Benefits. Send me the whole story and book of testimonials.

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Address.....

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Louis Pasteur

IT IS NOT too much to say that Pasteur, the great French scientist, never died, for his spirit and his knowledge live with us and work for us each day of our troubled lives. It is he who has given the race the victory over early death by bringing into the light of human understanding those deadly foes which, for long centuries, clothed themselves in the armor of invisibility. The young child who drinks his milk in peaceful security does so because the spirit of Pasteur has looked into its purity and then destroyed the enemies of mankind that lurked in it. Every jar of fruit upon our shelves expresses the debt we owe to this great scientist. It is, therefore, very fitting that we who have not done so much for our fellow man should listen eagerly to the last words of wisdom that fell from his learned lips. By a strange chance it happens that these words were addressed to the school children of his own day. How very appropriate they are at this very moment.

"Say to yourselves," said Pasteur, in a voice so weak that his son had to listen close to his lips to hear what was said, "What have I done for my instruction? and, as you gradually advance, What have I done for my country? until the time comes when you may have the immense happiness of thinking that you have contributed in some way to the progress and good of humanity. . . ."

The Two Shadows

TWO men approached each other on a great plain. One was walking with his face to the sun and him a dark shadow went after. One was walking with his face away from the sun and him a dark shadow went before. Now it happened that the plain was rough to walk over and filled with poisonous plants armed with sharp spines and filled also with serpents that lay in wait for the unwary feet. Before him who faced the sun the whole plain was alight and the rough places easily to be seen and the poisonous cactus easily to be avoided, and the deadly serpents easily to be guarded against, for there was no shadow before him, hiding the dangers of the way. In front of him, however, who faced away from the sun there was the deep blackness of his own shadow about his feet and hidden in the shadow lay the pitfalls over which he stumbled and the cactus that pierced his flesh, and the poisonous snakes that darted out to strike him.

And as the two men met in the very centre of the plain the one who went with his shadow before stumbled and fell and lay motionless, groaning as though in great pain.

"My brother," said the man who faced the sun, "you are weary and lame from much stumbling and wounded from the thorns Drink freely from the water that I carry and let me bind up your wounds and comfort you." Whereupon he laid down his own burden and helped his sick brother, binding up his wounds and sitting with him until he had gained new strength. When the time came to journey on again the two men rose and faced each other. "My brother," said the man who faced the sun, "is it to your liking that you travel with your shadow before your feet?" "Not to my liking," said the other, "but how else am I to reach the city of my desire since it lies far off in the direction I am going?" "And the name of the city?" asked his fellow traveler. "The city of Worldly Delight," said the other, "where there is no God but pleasure, and where men live without toil and eat without first sweating in the fields." "Alas!" said the traveler who faced the sun, "the shadows shall lead you on until you fall into the bottomless pit. Do you not see that you have your back to the light which the Father sends to all of us? Do you not stumble because of the shadow before your feet? What can you expect darkness to lead you to but deeper darkness?" At his words his fellow traveler sighed. "I have found the journey a lonely one," he said, "for I have passed so many travelers like yourself, going on into the light. I have stumbled often and none cared until you picked me up. Because of your great mercy I am minded to turn about and go with you." And behold as he spoke he turned about and the shadow which had always before hurried before his feet now fell in behind him and bothered him no more.

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Our Own Christmas

TO SOME the Christmas season means tinsel and gold leaf and little fiery globes; to others it means the receiving of jewels and gold and amusing toys; to others it means giving out of a happy heart some little thing of value to a friend; to another it means the birth of the Hope of the World.

But there is another meaning that comes with the Christmastide that is too often overlooked in the hurry of the world. In the light of this other meaning Christmas is not a winter festival but follows the spring and summer and fall with its day of observance any one of the three hundred and sixty-five days in the calendar.

It is Christmas Day for us whenever we are reborn in spirit to better things. There is winter always about us in the stern demands of a heartless world, and it is often a hard and stony road we must go to the place where we are to be numbered among the sons of God. It is not easy to be forgiving; to be just; to be kind; to be self-sacrificing, and yet it is through these things that the new Christmas comes to us no matter where we may be, lifting us up and making us brothers of Him who was born so long ago.

It is not easy to overcome the nature in us that cries out for things that interest us, and rise up, in our strength and manhood, prepared to do for others, prepared to aid others, prepared to give to others from our own scanty store; and yet, this much is true; he who does a noble deed inspired by love and sacrifice, undergoes a spiritual birth, and about him the angels sing their promises of peace as surely as they did two thousand years ago.

The Acceptable Service

IF THE ability and the will to do worthy things are the signs of spiritual greatness then, truly, Benjamin Franklin must be ranked among the immortals of all time.

A glance at the importance and variety of the influences for good that sprang from his creative mind cannot fail to impress one with the marvelous depths of his spiritual nature.

He was foremost in the political battles of his day, and was largely responsible for the success of the Revolution.

He was a signer of the Declaration of Independence.

He invented the Franklin stove and thereby laid the foundation for all our heating systems.

He preached the meaning of ventilation and thus became the pioneer in modern sanitary housing.

He invented the lightning rod, and his studies in electricity prepared the way for modern developments.

He founded the Philadelphia library, mother of a thousand others.

He edited the best newspaper in the colonies.

He wrote Poor Richard's Almanac.

He brought into being the post office system of America.

He introduced paving, lighting and street-cleaning into his adopted city, Philadelphia.

The value of his services in Europe during the stormy days of the revolutionary period cannot be estimated.

He established funds in Boston and Philadelphia which today are carrying out his plans, and,

Finally, he assisted very materially in framing the Constitution under which we live.

As an example of what the human soul can accomplish without family, position, or wealth, or special training, Benjamin Franklin stands second to no other American.

The last message of a man like this certainly has a deep meaning for all of us. At the very end of his long and useful life Franklin said:—

"Here is my creed. I believe in one God, the Creator of the universe. That he governs it by His Providence. That He ought to be worshiped. That the most acceptable service we render to him is doing good to his other children. That the soul of man is immortal, and will be treated with justice in another life respecting its conduct in this. . . ."

Thomas Jefferson

WHEN Thomas Jefferson died his relatives found among his papers a rough sketch in ink of the kind of grave stone he wished placed above his remains. Upon the surface of the stone was written these words:—

Here was buried
THOMAS JEFFERSON,
author
of the Declaration of
AMERICAN INDEPENDENCE
of
The Statute of Virginia
For Religious Freedom, and
Father of the University
of Virginia.

While these three contributions to his country's greatness were sufficient to rank Jefferson among the very greatest of Americans, they did but partial justice to his great powers of leadership.

When urged to make jobs for those who had elected him president Jefferson replied:—

"Let us deserve well of our country, by making her interests the end of all our plans, and not our pomp, patronage, and irresponsibility," and his administration became a guiding star for later generations.

When the pirates of Tripoli laughed at the British Navy and scattered the commerce of the world, Jefferson turned the powers of an infant navy against them, and, under the guidance of Farragut, swept them to well-deserved defeat.

Acting under the guidance of his own great wisdom, in spite of the opposition of his enemies and the advice of friends, Jefferson purchased the great territory of Louisiana and thus laid the foundations of the American Empire in the far and middle West.

How earnestly, therefore, should we listen to the message of this great soul when in his last moments he lifts his hand and says:—

"All eyes are opened, or opening, to the rights of man. The general spread of the light of science has already laid open to every view the palpable truth, that the mass of mankind have not been born with saddles on their backs, nor a favored few booted and spurred, ready to ride them legitimately, by the grace of God."

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

Recommended "for use in any class room."

The Bergen Street School of Newark, New Jersey, bought a set of My BOOKHOUSE with its own school fund, for use of the teachers in their work.

As the Vice Principal writes: "This was done after a very thorough examination of the books by twenty teachers. They were unanimous in their approval of the value of the set. I can therefore recommend it for use in any class room."

Character guidance is a fundamental characteristic of My BOOKHOUSE. Every story included helps the child to see clearly the distinction between right and wrong, and solicits his admiration for those qualities which are truly fine. It is invaluable to the teacher in preparing and carrying out a program of character education.

Write for interesting descriptive material.

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My BOOKHOUSE

"The Child Who Reads is the Child Who Leads"

THE ORIGINAL CHARACTER BUILDING BOOKS

EDUCATION IN ACTION

Schoolgirls Refuse To Wear Cotton Hose

Girls of the freshman class of the Muskegon Junior College, Muskegon, Mich., following the action of the students in voting that they should forget the silk and don cotton hosiery, refused to submit to the decree. This is the first year of the Muskegon Junior College and there are no upper classmen. All are freshmen and it was the intention of the students to set a precedent for future freshman classes. Though expressing willingness to accept reasonable regulations, the girls declared they would never wear cotton hose. "We will take no such orders from the boys," one girl student asserted. "We are going to decide what we shall wear, and it will not be cotton hose. They have started something they cannot finish."

Revise Alphabet Urges Harvard Man

"Revise the Alphabet and save a billion dollars a year," advises Dr. Godfrey Dewey of Harvard University. Adoption of his proposed alphabet would save millions of tons of print paper, he declared. Huge sums would be saved in type composition. Typists could do their work in less time, as could letter writers. Readers would do their reading more quickly and the human eye would be among the agents benefited. Books and newspapers would be smaller and lighter. The general result would be a saving in materials and labor, which means a saving in time for every one and everything connected with the preparation and reading of printed, typed or written pages, according to the plan. By introduction of this new alphabet fewer symbols would be needed to express a thought. Long words would be spelled with a few letters. Such a word as "through" could be expressed in three symbols while a single sign could be used for "the," which Dr. Dewey said takes up 7 per cent. of all the words in "the printed page."

Students Take Pride In Presence of Snakes

A petition, signed by thirty-two dormitory section residents at the University of Wisconsin, the "older fellow" in charge of the section and the maid for the section, was presented to the university authorities in charge of the dormitories in order to forestall any action to remove from the residence of Wisconsin men students the choice collection of snakes which Leonard Wilson, a freshman, keeps in his room. The petition declared that "in no manner whatsoever are we inconvenienced by, or in any way whatsoever do we object to the action of Leonard Wilson in keeping in his room a number of live snakes; rather let it be said of us that we take certain pride in the fact that our section is honored by his and their presence."

Teachers Favor Move for Union

Women school teachers of Cambridge, Mass., have under consideration an invitation from the American Federation of Teachers, affiliated with the American Federation of Labor, to join its ranks. Although a vote was taken on the proposition, action was deferred until more publicity had been given the subject, and a general meeting of teachers could be held. It is understood that teachers in several other Massachusetts cities also have been asked to join the labor federation. A statement given out by the teachers said in part: "We wish to organize because, with the backing of the national federation behind us, we may protest against last Spring's pay raise, which made the ratio between the pay of the men and the women teachers more unfavorable to the women than before the raises were made."

Places Three Tasks Before Students

Intellectual achievement was stressed by Lewis Fox of Harvard University, president of the National Student Federation of America, at the recent gathering of that body. He placed three tasks before the students: supremacy in the classroom, cooperation between members of the faculty and students, and the development of America. The trained mind, President Fox pleaded, must be placed at the service of humanity. To attain peace among nations, he urged the college men first to seek peace and understanding between their colleges.

"Take Teacher Into Your Home"

"Take the rural teacher into your home, not just in the cold, damp parlor, but into the warm living room. Help to make her happy and she will make the school a happy place for your children." This advice was given a conference of farmers' wives by Mrs. Robert W. Atkinson of Oxford, Ind. Like many other farmers' wives at the conference, Mrs. Atkinson was formerly a teacher. "Don't think any amount of equipment will take the place of a good teacher," Mrs. Atkinson declared. "They seem to make bricks without straws. You cannot tell your teacher how to teach, but you can help her in her teaching. This does not mean merely buying new wastebaskets and shades for the schoolroom. What you want is a school to which your children go with smiling faces. You can have it if you go out of your way to make the teacher happy."

Missouri Dedicates Memorial Stadium

In memory of the 117 University of Missouri boys who lost their lives in the World War, a new memorial tower and stadium were erected and have been dedicated with impressive ceremonies, touched with military pomp and splendor. The memorial tower, said to be one of the finest gothic structures in the country, and the huge concrete stadium, lifetime dream of university officials, were the gifts of students, alumni and friends of the institution.. They were built at a cost of $1,000,000 and are the only buildings at the university erected without cost to the state.

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Declares Schools Being Militarized

Rev. Dr. Harry Emerson Fosdick, pastor of the Park Avenue Baptist Church in New York City, recently charged the War Department with militarizing the high schools and colleges, and declared that "while we had outwardly conquered Prussia, Prussia has inwardly conquered us." Dr. Fosdick continued: "We have universal, compulsory military training in 83 universities and 23 high schools now. In 1925 the War Department spent $10,000,000 on that one aspect of its campaign. I've had military training and liked it. But it was voluntary. It was not a price I had to pay for my education. I was fortunately born in America when America was America." He stated that the only way to stop war was by waging peace, by finding an international means of conciliation, and above all, by showing a Christian spirit toward other nations.

Dartmouth Head Characterizes Youth

At the installation of Louis Bertram Hopkins as president of Wabash College, his brother, Dr. Ernest Martin Hopkins, president of Dartmouth College, delivered the principal address. "I am becoming increasingly resentful," he declared, "at the extent to which the reputation of the undergraduate is offered up in academic discussion as a vicarious sacrifice for the sins of omission and commission on the part of the official college, or for the ineptitude of society at large. The only points at which I am willing to criticise this generation of college men are that they have no understanding of self-discipline and that they are impervious to attempts to give them comprehension, and without this neither intellectual nor moral stamina can be developed except by later struggle. Unless this is met and solved all else may fail."

Soap Chewing Now Abolished as Punishment

As a result of complaints by parents that their children were being punished too severely, the Lynn, Mass., School Board abolished soap chewing as a punishment for gum chewing in the Lynn schools. At the same time the board, which was somewhat surprised that this drastic form of punishment was still in effect, directed the superintendent of schools to reprimand the teacher who was responsible for the two cases made known. According to the two children, she gave them a small piece of white soap when they were detected chewing gum during school hours, and ordered them to chew it with the gum or candy which they happened to have in their mouth at the time. After they had chewed the mixture for a few seconds before the class, she directed them to spit it out and then had them wash their mouth out with water.

Will Not Hire College Deckhands

College boys and other students will no longer be able to ship as deckhands on government ships during the vacation periods, because of an order issued by the Shipping Board. Only those willing to accept jobs with indeterminate tenure will be employed. "Experience has shown," the board announced, "that the practice of assigning as deckboys college students and others who did not intend permanently to follow the sea was demoralizing to the crews and interfered seriously with the efforts which the Shipping Board is making permanently to Americanize the crews of our ships and to build up an efficient personnel."

College Men Get A Year in Paris

In co-operation with Dr. Paul Lapie, rector of the University of Paris, Dr. Walter Hullihen, president of the University of Delaware, has worked out a plan whereby a carefully selected group of students will be sent to France on the completion of the sophomore year at home, to take the junior year in France, full credit toward degrees being allowed for the work completed abroad. The project has been under way for five years, and has now been extended to include forty-eight students representing eighteen American universities. Overhead expenses have been defrayed by donations from Pierre S. duPont, who has made a number of donations to Delaware institutions. Only students who have stood in the top third of their class during the first two years in college and who have had at least four years of French courses are eligible to be chosen for the Foreign Study section.

High School Students Merchants for a Day

Industry and education joined hands for a day in Los Angeles recently when one of the leading department stores of the city admitted 250 students of salesmanship and advertising in the public schools as special clerks and managers. Virtually every section of the store had its quota of student merchants, many of whom were thus given their first experience in dealing with the public in the capacity they hope to make their life work. The arrangement was by agreement between the Board of Education and the managers of the store, and teachers from the various schools were stationed on each floor, to assist in supervising the students' work.

Woman Professor Of Nursing at Yale

Appointment as professor of psychiatric nursing has been accorded to Miss Effie J. Taylor, a member of the faculty of the Yale school of nursing, Yale University. She will hold the first, and probably only, professorship in the world in psychiatric nursing, according to Dean Annie W. Goodrich of the school of nursing. Miss Taylor holds degrees of R.N. and B.S. She was director of the army school of nursing at Camp Meade during the World War, and she has also been secretary of the national league of nursing education. When the Henry Phipps psychiatric clinic was established at Johns Hopkins Hospital she was appointed director of nursing service.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagrams of main and connective slant; the three elements and their applications to capitals, are some of the new outstanding practical features.

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The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grade teachers and pupils deal specifically with the scientific plan of measuring the process and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

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TREND OF THE TIMES

Death Penalty For Mail Bandits

Postmaster General New in his annual report to President Coolidge declared that the death penalty for mail bandits is a requirement for the carrying on of the nation's postal business. He urged that Congress enact drastic legislation to impose the extreme sentence upon any man who undertakes to rob the mails by firearms or who places the lives of postal employes in jeopardy. The Postmaster General reported steadily increasing business with a corresponding lowering of the deficit which to date has been noted yearly. He noted progress in handling the mails by air, train, motor vehicle and other means of transportation, and asserted that despite the expansion of the service and the $70,000,000 raise in postal salaries, actual expenditures last year exceeded revenues by only $19,972,379. Had it not been for the salary increases, he contended, operations for the year would have shown an actual surplus, and this despite the fact that new postal rates produced less than half enough to meet the salary raises.

Economic Crisis Looms in France

France, which faced an economic crisis last July because of the fall of the franc, now is facing another crisis because of its phenomenal rise within the past few months. Unemployment and serious business depressions have come with the rise of Franch exchange. Textile mills are idle in the North, fifteen Limoges shoe factories are preparing to shut down, while automobile, machinery and clothing manufacturers are reducing forces. Business stagnation is marked. Some economists estimate that the turnover throughout France fell 15 to 20 per cent., while ex-Minister of the Treasury Loucheur recently said that business had dropped 50 per cent. When currency is shrinking in value, everyone hurries to part with it, lest it go lower. As the currency advances in value, people delay spending in the hope that their money will buy more.

Place for Parking Horses is Provided

In this age of automobiles, horses are almost forgotten—except in Augusta, Maine. Due to automobile congestion in the city streets, the many farmers from outlying districts who still cling to the old-time "rigs" found it increasingly difficult to find a place to leave their horses while in town. The problem was solved when a municipal parking space was provided for the exclusive use of horses. It is equipped with feeding troughs, and notices are posted warning automobilists to keep away. Needless to say this reservation is much appreciated by the farmers who come into town with produce, and others who drive in for a shopping tour.

Women Mill Workers Change Berths Often

Women are changing so frequently from job to job as to create an important problem for employment management, according to the women's bureau of the department of labor, which found that one group of 97 women workers admitted a total of 599 changes of position. Low wages and long hours were the chief causes of change, but discharge "lay-off," dislike of work and management and a desire for variety were also important factors. The report stated that the individual worker cannot be assured today that he will improve his skill and his pay by holding on to his job.

American to Change Oily Turkish Menus

Miss Sara Tuck of Springfield, Mo., who was trained at Harvard University and Simmons College, has started at the Stamboul Normal School Turkey's first course in home economics. Under her direction Turkey's future teachers will spread American methods of housekeeping, cookery and thrift. The government's interest was shown in a speech by President Mustapha Kemal Pasha before the Association of Restaurateurs, in which he attacked the national habit of serving a dozen courses at each meal and the profligate use of materials in the concoction of each dish.

French Farmer Has Setback

A recent succession of increases in the price of bread in France, creating marked discontent in certain industrial towns, has led the inter-ministerial Committee on Production to give special attention to means of increasing the French and colonial wheat crop. It has also emphasized the languishing state of agriculture in general in France since the war, in contrast to the expansion of almost boom proportions that has characterized the manufacturing trades during this period of currency inflation. The impetus given to French industry is partly responsible for the withdrawal of labor from the farms. If the industrial pace should slow up to a more normal standard, the committee believes, there might be a return of labor to the farms—or at least a diminution of its flow to the cities. It also believes the situation can be mitigated by increasing the per acre yield and encouraging the peasant to put his capital into machinery and scientific farming rather than into hoarded money, as so long has been his habit.

Trend of Times In a Nutshell

A real estate agent in Boston, trying to sell a house recently to one of these distressingly frank modern matrons, got the following stunner in response: "What in the world would I do with a home? I was born in a hospital ward, brought up in a boarding school, educated in a college, courted in an automobile, and married in a church. I live in an apartment and get my meals in a cafeteria. The mornings I spend playing golf and the afternoons playing bridge. In the evening we dance or go to the movies. When I'm sick I go to a hospital and when I die I shall be buried from an undertaker's. So why buy one of your houses? What we want is a garage with a bedroom."

Dry Enforcement Costs Multiplying

The prohibition enforcement budget for the fiscal year 1927-28, in the rough, will be $33,000,000. This includes the money for the Dry Unit and the Coast Guard, but does not include approximately $10,000,000 extra allowance required by the Department of Justice because of additional duties on account of the Volstead act. Gradually but surely the high cost of Prohibition has mounted from $7,000,000 in 1920 to $43,000,000 plus for 1927. It is estimated by Senator King of Utah that 250,000 persons, receiving an average of $2,000 a year or a total of $500,000,000, are employed by the government to enforce prohibition.

The BOOK TABLE

IN QUEST OF THE SOUL OF CIVILIZATION. By Hagop Bogigian. With a Foreword by Ex-Senator John Sharp Williams. Published by the author, Hotel Potomac, Washington, D. C.

Mr. Bogigian is one of the highly interesting foreigners, and his autobiography has much of the charm of Michael Pupin's "From Immigrant to Inventor." To me this story has a fascination that no other autobiography has, for we knew Hagop Bogigian about forty-five years ago. In his account of his first years in America, about the fourth year he was learning the printing business and was talking in the Congregational churches Sundays on the missionary work in Turkey. In his autobiography, "In Quest of the Soul of Civilization," he speaks of learning the printer's trade, working in Somerville, Massachusetts, and in two places in Boston.

This is very interesting to me. One Sunday evening he spoke in the Prospect Hill Church in Somerville on Armenia and Turkey. I can recall it as distinctly as though it were yesterday. There had never been anything that thrilled that people as did his story. At the close of the address Dr. Edward Hartshorn, one of the leaders of the church and community, asked where he was living, and he was offered a home with the Hartshorns, and I arranged for him to practice typesetting on the Somerville Journal, in the office where the Journal of Education has been printed for about forty years. Naturally this story of Mr. Bogigian is intensely interesting. He prospered early and in a brief time he was importing goods from Turkey and became a prominent business man.

This story of Armenia is by far the best of which we know. We quote at length from a Review by E. O. Watson:—

"The book is a faithful, fearless record, by a man of insight and courage of his convictions, of a wide and varied experience in the struggles of a penniless Armenian immigrant coming to America without knowledge of English, without money, or friends, working his way up from earning his shelter and board for a full day's labor to a foremost place in business circles as an importer and exporter,—winning the friendship of Longfellow and other leading literary figures, and making his place of business a club for notables in literary and professional fields. Mr. Bogigian's experiences are mingled. He saw human nature often at its worst, both in individuals and in organizations, and suffered bitterly. He also saw human nature at its best and profited greatly. Literally, he is a part of all he has met, and the autobiography written by him in the ripeness of age is invaluable in its keen insight, honesty and earnestness. Every home will be made better by it. Every youth who reads it will be stimulated to make the most of his life, and where his circumstances are hard will see that such hardships are but rungs in a ladder by which to climb to heights, if they are but mortised in by honesty and high purpose. Every older man or woman who reads it will be encouraged to fight on, no matter what discouragements have been met."

We endorse every word of this most heartily.

THE NEW SOCIAL CIVICS. By D. E. Phillips, Denver University, and Jesse H. Newlon, superintendent, Denver. Profusely illustrated. Cloth. 536 pages. Chicago: Rand McNally and Company.

"The New Social Civics" might better have been called "The Newest Social Civics," for all Social Civic texts are "new," for "Social Civics" is a new subject, is largely a creation. It has not been easy to study civics from a social standpoint. In the nature of the case the word civic in all of its applications suggests political activities. Of course it has in mind the citizens of a city, and their social relations are much more significant than their political relations, but a new generation will have to take charge of affairs before "civics" will suggest social life as much as it does political. When we speak, as we do repeatedly, of our civic duty we invariably think of our political responsibility, of our relation to law and obedience to law as a governmental function, as a political creation.

Messrs. Phillips and Newlon magnify individual and community health, working conditions, value of right living, changes produced in society, education, democracy, newspapers and periodicals, progress and poverty, spiritual life of the community.

Whatever the nomenclature there can be no question but that the schools by the eighth grade should promote better social conditions, domestically, industrially, commercially and socially, and we know of no book that makes as heroic an attempt to accomplish this as "The New Social Civics" by Phillips and Newlon.

FIFTY FAMOUS PAINTERS. By Henrietta Gerwig, editor of "Crowell's Handbook for Readers and Writers." Illustrated with 12 plates in color and 38 halftones. 400 pages. New York: Thomas Y. Crowell.

This is not so much a study of art, or an essay in art criticism, as it is a human approach to the great painters themselves. The author chooses representative painters of various lands and gives their life stories, showing the conditions under which they worked, and their final contribution to art. In Italy we make the acquaintance of Giotto, Botticelli, Raphael, Michelangelo, Da Vinci, Titian, and others. France gives us Watteau, Corot, David, Rousseau, Bonheur, Millet and others of a notable group. Spain is represented by Velasquez, Murillo, and Goya. The Flemish and Dutch school by Rubens, VanDyck, Rembrandt, and others. England has a distinguished list headed by Reynolds, Gainsborough, and Turner. America is represented by Stuart, Whistler, Sargent, and half a dozen more.

Altogether, there are fifty illustrious painters thus treated, and while the chapters are necessarily brief, Miss Gerwig has managed to convey a large amount of valuable information in an interesting way. She has done this by putting in the high-lights, so to speak, on her canvases, and giving us the salient facts in the career of each subject. Brief summaries of the history of painting in Italy, France, Spain, etc., introduce each group of artists. The book is handsomely illustrated with fifty plates devoted to some of the greatest masterpieces in art.

THE HOUSE AND ITS CARE. By Mary Lockwood Matthews, Purdue University. Cloth. Illustrated. 412 pages. Boston: Little, Brown and Company.

The prominence of domestic science in junior and senior high schools has called loudly for a book that meets all its varied needs indoors and out, socially, scientifically and economically and Purdue University, as usual, meets the emergency, and "The House and Its Care" might well be styled "The Home and Its Making," for the author has more than the "House," yes, than house and yard in mind. She gives to housekeeping a morale, a spirit and a glow which the times demand. Entirely apart from the domestic science features, entirely aside from having healthful things appetizingly appealing and table manners socially acceptable there is a domestic flavor, a homelike affectionate suggestion quite unusual in a school book.

OUR TREES AND HOW THEY SERVE US. By Rufus S. Maddox, State Forester of Tennessee, and Almon E. Parkins, George Peabody College for Teachers. New York: Charles Scribner's Sons.

An attractive feature of this book is the distinction made repeatedly between the major variety of a given tree and the lesser variety which is given "For Reference Only." For instance, after presenting the hickories, with emphasis upon the shagbark hickory, or shell bark hickory, the bitter nut hickory, attention is called to the fact that it is one of the most valuable of the tree family in America, and to the fact that it is a tree found nowhere else in the world. There is "For Reference Only" an elaborate treatment of the scaly-bark hickory.

No nation ever contained more extensive or more valuable virgin forests than did the United States even a century ago. These forests, with little or no thought on the part of Americans of their importance in the life of a nation, or of their replacement for future timber, have been largely removed. States that once were the chief producers of lumber for the general markets, with the disappearance of their forests, are now paying high prices for lumber shipped to them, often for hundreds of miles, for their own needs. The only two considerable timber sources left in the United States are the Gulf States and the Pacific Northwest. These in less than fifty years will be exhausted. We must from now on grow our own timber. We are cutting it more than four times as fast as it is being produced. Forest fires, indiscriminate clearing and grazing are responsible causes in forest depletion. Correction of these evils will come only through an enlightened public. It is necessary for a people to understand the fundamental relation between forests and a well ordered national life. Agriculture, stream flow, birds and wild life, timber for home building, for railroad cross ties, for marketing crops, and for many other necessities, are dependent upon forests. They are one of the basic resources and must be guarded.

A PRIMER OF MEDIEVAL LATIN. An Anthology of Prose and Verse. By Charles H. Beeson, University of Chicago. Cloth. 389 pages. Chicago, Atlanta, New York: Scott, Foresman and Company.

Within the last couple of years there has been a renewal of interest in Medieval Latin studies, a field in which the classical scholar, the student of modern literatures, and the historian find a common ground. The medieval field is so varied, so interesting, so human in its appeal, that it is not to be wondered at that lovers of the medieval should combine to develop the study of the treasures of medieval culture. One of the results of group meetings of the Modern Language Association and of other learned bodies has been the preparation of materials of various sorts dealing with the learning of the Middle Ages, and especially of a number of notable books—the most important being Haskins's "Medieval Science" (Harvard University Press) and this useful anthology of Medieval Latin. Professor Beeson has had the co-operation of scholars representing the Modern Language Association, the American Philological Association, and the American Historical Association in the preparation of his volume. The book contains more than a hundred selections, in prose and verse. The editor has provided an introduction on the language, footnotes, and a vocabulary. Among the extracts one finds history ("Apollonious of Tyre," Gregory of Tours, Isidore of Seville, Bede, Paulus Diaconus, Geoffrey of Monmouth, Einhard, "Pseudo-Turpin," Asser, etc.); didactic works (Jacques de Vitry, Petrus Alfonsus, Hugh of St. Victor, Roger Bacon, etc.); fables and "exempla"; legends of the saints; miracles; liturgical plays; letters (Alcuin, Bernard of Clairvaux); extracts from the "Gesta Romanorum" and the "Golden Legend"; famous medieval hymns, such as the "Te Deum Laudamus," the "Ave Maris Stella," the "De Contemptu Mundi" of Bernard of Cluny (source of "Jerusalem the Golden"), the "Stabat Mater," the "Dies Irae," etc.; and rollicking medieval student songs, such as "Youth is the Time for Folly." We even find Latin poems to Spring! The book is well arranged and edited and attractively printed. It is a credit to American scholarship in every respect.

SUMMARY OF INVESTIGATIONS RELATING TO READING. By William Scott Gray. Chicago: The University of Chicago.

Dr. Gray says: "The purpose of this monograph is to summarize for the use of teachers, supervisors, and investigators the results of scientific studies relating to the problems of reading instruction. Such a report should provide school officers and teachers with the facts and principles which must be considered in any serious effort to reorganize courses of study in reading or to improve the technique of teaching. In addition, it should indicate the extent to which progress has been made in the scientific study of reading and should suggest additional problems for investigation."

"There are at least three characteristics of the current period which should be emphasized. The first is the tremendous increase in the number of studies published. At least sixty-nine praiseworthy studies were published in 1923. This number is almost equal to the total number reported between 1880 and 1916. This increase was due to the fact that scientists, school administrators, and teachers recognized the urgent need of studying reading problems. The interest has become so widespread that there are very few progressive school systems and research centres which are not making each year scientific studies of one or more reading problems.

"A second characteristic of this period is the wide variety of problems which are commanding attention. In harmony with expectation, studies relating to the derivation, standardization, validity, and use of tests have been very numerous. In addition, keen interest has been shown in such problems as are suggested by the following: methods of learning to read; relative merits of different methods of teaching beginning reading; the need of phonetics; the content of school readers; children's interests in reading; appropriate reading materials for the various grades; the physical make-up of books; the hygiene of reading; provision for individual differences; diagnostic and remedial work; prognosis; relation between reading achievement and intelligence; relation between reading achievement and class marks; effect of practice on specific phases of reading, such as speed and comprehension; the advantages of classification into ability groups; the objectives of reading instruction; and the uses of reading in school and in adult life.

"A third characteristic of the current period is the large number of studies which have been made in classrooms by teachers and school officers. This is one of the most significant and hopeful tendencies of the times. It is due in part to the development of instruments of investigation which may be used effectively in studying practical issues. It is due primarily, however, to a clear recognition of the fact that there are numerous classroom problems which await solution and to a desire and willingness on the part of school officers and teachers to make use of scientific methods in the study of these problems."

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GRINS BETWEEN GRINDS

To the Point

A school teacher had found one boy reluctant in writing compositions. At last she conceived a great idea! She would have him write an account of a ball game.

It seemed that she was successful, for the paper was handed in promptly. It read: "Rain—no game."

"Quite" is Good

The question was put in an examination for the Army: "Does anyone in the class know how a fly eats?"

A cadet replied—"Like an elephant, but not quite as much."—Boston Transcript.

Why the Parade?

Two Irishmen watching Shriners' parade.

"Who are those fellows, Mike?"

"They're Shriners."

"And what are Shriners?"

"Why, they're Masons."

"Sure and what the divil do they want now? They're gettin' $13 a day."—Exchange.

How?

Young Hopeful (six years old)—"Oh, mother, look at the air-plane."

Mother—"Yes, dear, that's a mail plane."

Young Hopeful—"But, mother, how can you tell a male plane from a female plane?"

Protecting Her Preacher

The Presbyterian minister had been summoned to the bedside of the Methodist woman who was very ill. As he went up the walk he met the little daughter and said to her: "I am very glad that your mother remembered me in her illness. Is your minister out of town?"

"No," answered the child. "He's at home, but we thought it might be something contagious and we didn't want to expose him to it."

Facsimile

Schoolmaster—"Robert, this essay on 'Our Dog' is word for word the same as your brother's."

Bobby—"Yes, sir. Please, sir, it's the same dog."

Not Quite

"Oh, Willie, Willie!" exclaimed the mother, shocked and grieved; "how often have I told you not to play with that naughty Johnson boy!"

Willie, who was in a regrettable state of disorder, with a badly bruised face, looked at his mother in utter disgust.

"Maw," he said, "do I look as though I had been playin' with anybody?"

Or a Horn

"Mamma, what are you going to give me for Christmas?"

"Oh, anything to keep you quiet."

"Well, nothing will keep me quiet but a drum."—Children, The Magazine for Parents.

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Modern High School

"The modern high school hopes to do scientifically for large numbers what the old college did by luck for a few; it hopes to discover the special aptitudes of each student and direct him or her into a life for which nature has provided the gifts. What could be more tragic than the discovery, when it is too late, of the career you ought to have followed? It is worth the cost if we can lay before the boys and girls a fair survey of the professions and trades, of society, of the sciences and the arts. And best of all, if we can do it soon enough for them to follow their real interests."—John Erskine, in Century.

High Morals Laid to Home Economics

So reads the New York Times' headline for a short article on the three-year record of girls in the home economics department at Cass Technical High School of Detroit:—

"No breach of moral conduct has occurred in the last three years among the girls of Cass Technical High School of Detroit so far as the school authorities know. This condition is attributed to the fact that the last six years each girl who entered the school was required to pursue for one semester a special course in the home economics department.

"This course was planned to assist the girls in making the conscious social adjustments which they felt were important to the development of their personality and also in attaining good habits of health and thrift. In a general way the course has been divided into three sections; social cooperation, health and thrift from the standpoint of the responsibility of the individual, the family and the community.

"'One impelling interest of adolescent girls is to secure the social approval of their group,' says Helen Livingstone, head of the department, in a statement explaining the purpose and working of the home economics course. 'Whatever lends itself to that end is interesting to them. It may be styles of hair-dressing, finger nails, clothing, or manners and conduct, if, in their estimation, these enchance their personal appearance and attractiveness. Although the course does not aim to encourage the girls to become social butterflies, it does capitalize this interest and helps the girls to accomplish their objectives through desirable means.'"

Dr. Ernest Horn Argues for Character Education

"The best argument for direct training in character that we have read" is what *School* calls the speech, made at a meeting of the Chicago Association for Child Study and Parent Education, by Ernest Horn, director of the Elementary School of the State University of Iowa, and author of the Horn Learn to Study Readers. Briefly, Dr. Horn considers the present difficulty as a particularly pernicious philosophy of life which emphasizes self-expression to the neglect of service, and freedom to the neglect of responsibility. "What we need is not more initiative or self-expression of a nondescript kind, what we want are initiative and modes of self-expression of a desirable kind."

Above all Dr. Horn argues that direct methods must be used to teach character education. He warns against mere repetition of moral codes such as "I am not selfish" or "I am altruistic." He says: "I have never been able to see how one could depend upon five minutes of such lip service as the basis of a program in moral and civic education." And the editorial concludes: "We agree with him absolutely. The fifteen minutes a day that is planned for character education in New York schools should not be devoted to the boring of children with high-sounding platitudes from boring speakers."—School, October 14, 1926.

Meetings To Be Held

DECEMBER.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

7-12: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

School Books Progress with the Times

Admirable progress has been made, during the past few years, in accurate scientific researches in the technique of reading. Silent and oral reading have been thoroughly dissected and analyzed. This new flood of light has materially assisted in the preparation of school textbooks. The author now does his work with these new findings in mind. The publisher has at his command a range of valuable data which enables him to print the volume in the best and most healthful style. The conservation of eye-sight becomes a reality.

The psychology of childhood is more adequately recognized than ever before. Never in the history of the world have school children been blessed with such an abundance of well-prepared and well-printed textbooks. One need only to contrast a modern school geography with one of the 1840 vintage, or a modern reader with the one that "we used when we went to school," to appreciate the great forward strides that have been accomplished.—V. MacC., Sierra Educational News.

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